

College Park Elementary

100 Davidson Drive
Ladson, SC 29456

Grades	PK-5 Elementary School	
Enrollment	823 Students	
Principal	Gloria H. Parker	843-797-2711
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Kathleen Bounds	843-761-5437

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	45	43	4	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	No
2005	Average	Unsatisfactory	No

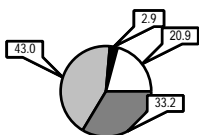
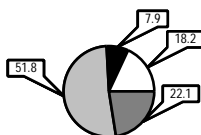
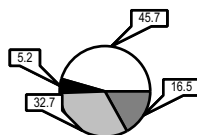
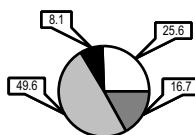
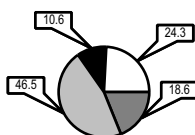
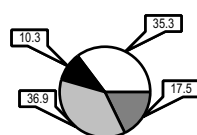
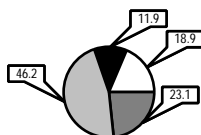
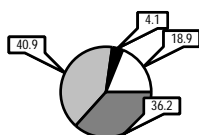
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	449	99.8	20.7	43.1	33.3	3.0	47.8	Yes	Yes
Gender									
Male	241	100.0	25.1	43.4	27.9	3.7	45.2		
Female	208	99.5	15.5	42.8	39.6	2.1	50.8		
Racial/Ethnic Group									
White	299	100.0	18.1	44.1	34.8	3.0	51.1	Yes	Yes
African American	102	100.0	25.0	44.6	29.3	1.1	42.4	Yes	Yes
Asian/Pacific Islander	17	100.0	17.6	23.5	41.2	17.6	58.8	I/S	I/S
Hispanic	29	96.6	33.3	40.7	25.9	0.0	25.9	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	386	99.7	16.3	44.2	36.1	3.4	51.5		
Disabled	63	100.0	51.0	35.3	13.7	0.0	21.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	449	99.8	20.7	43.1	33.3	3.0	47.8		
English Proficiency									
Limited English Proficient	26	96.2	54.5	27.3	13.6	4.5	18.2	I/S	I/S
Non-Limited English Proficient	423	100.0	18.8	44.0	34.4	2.9	49.5		
Socio-Economic Status									
Subsidized meals	230	99.6	27.7	44.6	25.7	2.0	39.6	Yes	Yes
Full-pay meals	219	100.0	13.7	41.7	40.7	3.9	55.9		

Mathematics – State Performance Objective = 36.7%									
All Students	449	100.0	18.2	51.8	22.1	7.9	48.9	Yes	Yes
Gender									
Male	241	100.0	16.9	53.0	21.9	8.2	51.1		
Female	208	100.0	19.7	50.5	22.3	7.4	46.3		
Racial/Ethnic Group									
White	299	100.0	15.6	48.9	25.2	10.4	54.4	Yes	Yes
African American	102	100.0	25.0	60.9	12.0	2.2	33.7	Yes	Yes
Asian/Pacific Islander	17	100.0	17.6	35.3	35.3	11.8	64.7	I/S	I/S
Hispanic	29	100.0	21.4	60.7	17.9	0.0	35.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	386	100.0	14.9	53.1	23.0	9.0	52.2		
Disabled	63	100.0	41.2	43.1	15.7	0.0	25.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	449	100.0	18.2	51.8	22.1	7.9	48.9		
English Proficiency									
Limited English Proficient	26	100.0	30.4	56.5	8.7	4.3	26.1	I/S	I/S
Non-Limited English Proficient	423	100.0	17.4	51.6	22.9	8.1	50.3		
Socio-Economic Status									
Subsidized meals	230	100.0	26.6	54.7	15.8	3.0	37.9	Yes	Yes
Full-pay meals	219	100.0	9.8	49.0	28.4	12.7	59.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	449	99.8	45.6	32.8	16.5	5.2	21.7
Gender							
Male	241	100.0	43.8	33.8	16.9	5.5	22.4
Female	208	99.5	47.6	31.6	16.0	4.8	20.9
Racial/Ethnic Group							
White	299	100.0	39.3	35.9	18.9	5.9	24.8
African American	102	100.0	59.8	26.1	10.9	3.3	14.1
Asian/Pacific Islander	17	100.0	23.5	47.1	17.6	11.8	29.4
Hispanic	29	96.6	74.1	14.8	11.1	0.0	11.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	386	99.7	40.6	35.5	18.0	5.9	23.9
Disabled	63	100.0	80.4	13.7	5.9	0.0	5.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	449	99.8	45.6	32.8	16.5	5.2	21.7
English Proficiency							
Limited English Proficient	26	96.2	81.8	13.6	4.5	0.0	4.5
Non-Limited English Proficient	423	100.0	43.5	33.9	17.2	5.5	22.7
Socio-Economic Status							
Subsidized meals	230	99.6	56.9	28.7	12.4	2.0	14.4
Full-pay meals	219	100.0	34.3	36.8	20.6	8.3	28.9

Social Studies							
All Students	449	99.8	25.4	49.8	16.7	8.1	24.9
Gender							
Male	241	100.0	22.8	50.2	17.4	9.6	26.9
Female	208	99.5	28.3	49.2	16.0	6.4	22.5
Racial/Ethnic Group							
White	299	100.0	23.7	49.6	17.4	9.3	26.7
African American	102	100.0	28.3	53.3	16.3	2.2	18.5
Asian/Pacific Islander	17	100.0	23.5	23.5	23.5	29.4	52.9
Hispanic	29	96.6	33.3	55.6	7.4	3.7	11.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	386	99.7	20.6	51.8	18.3	9.3	27.6
Disabled	63	100.0	58.8	35.3	5.9	0.0	5.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	449	99.8	25.4	49.8	16.7	8.1	24.9
English Proficiency							
Limited English Proficient	26	96.2	36.4	54.5	9.1	0.0	9.1
Non-Limited English Proficient	423	100.0	24.7	49.5	17.2	8.6	25.8
Socio-Economic Status							
Subsidized meals	230	99.6	31.7	48.5	14.9	5.0	19.8
Full-pay meals	219	100.0	19.1	51.0	18.6	11.3	29.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	140	99.3	14.9	41.8	35.8	7.5	43.3
	4	156	99.4	21.3	44.0	32.7	2.0	34.7
	5	162	99.4	22.8	53.2	23.4	0.6	24.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	131	99.2	9.0	32.8	50.8	7.4	58.2
	4	138	100.0	26.8	43.9	26.8	2.4	29.3
	5	180	100.0	24.8	50.3	24.8	0.0	24.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	140	99.3	13.4	62.7	21.6	2.2	23.9
	4	156	99.4	17.3	51.3	21.3	10.0	31.3
	5	162	100.0	23.3	46.5	19.5	10.7	30.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	131	100.0	7.3	61.0	26.8	4.9	31.7
	4	138	100.0	22.0	45.5	22.8	9.8	32.5
	5	180	100.0	23.6	49.7	18.0	8.7	26.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	131	99.2	34.4	43.4	18.0	4.1	22.1
	4	138	100.0	52.0	27.6	14.6	5.7	20.3
	5	180	100.0	49.1	28.6	16.8	5.6	22.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	131	99.2	14.8	58.2	18.9	8.2	27.0
	4	138	100.0	28.5	49.6	17.1	4.9	22.0
	5	180	100.0	31.1	43.5	14.9	10.6	25.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 823)				
First graders who attended full-day kindergarten	86.2%	Up from 85.8%	100.0%	100.0%
Retention rate	3.2%	Up from 3.1%	3.2%	3.0%
Attendance rate	95.9%	Up from 95.8%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.5%	Up from 4.8%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.9%	Up from 4.8%	3.6%	3.2%
Eligible for gifted and talented	16.9%	Down from 20.1%	13.2%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.9%	Up from 9.8%	9.4%	8.2%
Older than usual for grade	0.5%	Down from 1.4%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 53)				
Teachers with advanced degrees	39.6%	Up from 35.3%	53.3%	52.6%
Continuing contract teachers	86.8%	Down from 92.2%	85.2%	83.3%
Highly qualified teachers	98.0%	Up from 89.4%	92.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	93.8%	Up from 91.7%	88.0%	87.0%
Teacher attendance rate	95.1%	Down from 95.5%	95.0%	95.0%
Average teacher salary	\$41,747	Up 2.0%	\$41,747	\$41,703
Prof. development days/teacher	13.6 days	Down from 15.8 days	13.0 days	12.8 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 21.4 to 1	18.9 to 1	18.8 to 1
Prime instructional time	89.8%	No change	89.8%	89.8%
Dollars spent per pupil*	\$5,501	Up 6.6%	\$6,134	\$6,242
Percent of expenditures for teacher salaries*	61.6%	Down from 63.0%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Down from Average	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	94.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

College Park Elementary, a school of academic excellence with a safe and caring environment, had a wonderful school year. Our students all made academic progress, had numerous opportunities for artistic expression, and gained in self-esteem through a variety of activities.

A staff of 62 certified professionals and 36 classified or support personnel worked to provide 864 students a variety of educational experiences. Academically, Grades 3 and 5 posted a decrease in the percentage of students scoring "Below Basic" in math on PACT Assessment. Grade 5 posted an increase in the percentage of students scoring "Advanced" and "Proficient" in math. Grades 3, 4, and 5 posted an increase in the percentage of students scoring "Proficient" in English/Language Arts and Grades 4 and 5 posted a decrease in the percentage of students scoring "Below Basic" in English/Language Arts.

Title I funds continue to provide our students and parents with additional resources. Materials and supplies were purchased to support the Language Arts program and the Everyday Math initiative. Funds also provided opportunities for professional staff development and assisted in maintaining academic support through computer lab and programmed instruction. Parents were offered a variety of activities designed to provide information and assist the academic growth of their children.

Students are encouraged to participate in organized groups, clubs and events, which promote good citizenship and develop leadership potential. The 95-member chorus with 11 All County Chorus representatives, the Art club, the Astronomy Club, and several student book clubs allowed students a venue for expression. The Student Council offered students a forum to develop civic responsibilities, as well as learn about our government.

One of the primary goals of our school and School Improvement Council is to increase opportunities for student learning. Our staff works hard to keep abreast of current research concerning the best methods for teaching children, so time and effort can be maximized for each student. Additional opportunities for learning have been offered through an after-school tutorial program serving students in Grades 1-5.

College Park Elementary does not succeed by itself. Each student strives to reach his or her potential through a nurturing, challenging, student-centered curriculum involving a commitment from our families, school staff, and community.

Gloria H. Parker, Principal

Mary Dick, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	161	87
Percent satisfied with learning environment	90.0%	80.9%	75.3%
Percent satisfied with social and physical environment	84.3%	76.8%	76.5%
Percent satisfied with school-home relations	65.4%	87.3%	71.8%

*Only students at the highest elementary school grade level at this school and their parents were included.